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The material in this report is taken from the Sausalito Teacher Education Project (STEP) Progress Report prepared for February 15, 1967, and is intended as an overall description of the project which is a cooperative effort of San Francisco State College and the Sausalito School District to establish an off-campus Teacher Education Center. An introduction describes the funding, genesis, and objectives of the project, including the special focus on teaching the educationally disadvantaged. Under "Setting," the Sausalito School District and the functions of the Teacher Education Center are described. Subsequent sections describe "Administration and Personnel," "Instruction and Curriculum," Evaluation, Instrument Development, and Research," and "Communications and Community Relations," followed by a brief conclusion. (SG)

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SAUSALITO TEACHER EDUCATION PROJECT
STEP

A San Francisco State College-Sausalito School District Cooperative Attempt to Change Teacher Education Curriculum.

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A progress report on a National NDEA Institute Project - Title XI presented at AACTE 19th Annual Meeting Chicago, 1967 by Dr. James E. Bixler, Director, STEP.

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INTRODUCTION

The Sausalito Teacher Education Project (STEP) is a cooperative effort in which San Francisco State College has joined with the Sausalito School District to establish an off-campus Teacher Education Center. The purpose of STEP is to bring about change in teacher education curriculum and the emphasis is placed upon preparation of teachers for the educationally deprived.

STEP began in February, 1966 from monies appropriated under the McAteer Compensatory Education Act, State of California. During 1966-67 additional aid came from the National NDEA Institute for Study in Teaching Disadvantaged Youth through AACTE.

The aspects of change in teacher education curriculum are viewed broadly and require the concurrent growth of the following five groups:

(1) College faculty
(2) College students
(3) School district personnel
(4) Pupils enrolled in the district
(5) Citizens in the community.

We feel that the maximum impact for change will come from the coordinated efforts of the five groups to effect change in both pre-service and in-service education. The emphasis in pre-service education is upon early and extensive field experience in cooperation with the in-service preparation for teachers. This combined sequence which bridges the gap between pre-service and in-service teacher education involves planned curricular changes in both the college and school district programs. It is essential that a common point of view and common vocabulary be developed so that the candidates preparing to teach can converse openly and accurately with the teachers currently employed in their profession.

If the teacher is to be more than a mere technician following rules and depending on others for the evaluation and creation of these rules, he must have a conception of teaching which necessitates intelligent self-inquiry. One major function of the STEP curriculum is to help the prospective teacher develop a conception like this.

In an effort to develop clarity, we define education as the explicit attempt to bring about behavior changes in specified desirable directions.* Therefore, any educational act involves an explicit and deliberate intent on the part of the teachers. STEP proposes that pre- and in-service teachers discuss teaching activities by using a paradigm, the educative act. The paradigm describes how teachers should act, not how they do act.

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* Thomas, Kinny, Coladarci, Pielstra, Perspective on Teaching, Prentice-Hall, Inc., New Jersey, 1961, p. 186.

The STEP teacher education curriculum emphasizes professional content appropriate for all teachers but with particular relevance for the educationally deprived pupil.

Teachers focusing upon the educative act* analyze teaching along four dimensions:

(1) The criteria dimension, which comprises all the kinds of change in student behavior that the teacher consciously values and seeks to encourage.

(2) The procedural dimension, which comprises the deliberate and explicit procedures expected to produce the kind of behavior changes in which the faculty are interested.

(3) The information dimension, which comprises the information about the student concerned, detailed knowledge of pertinent social-psychological research, and personal knowledge gained from previous experience in similar situations, which suggests that the procedures may generate the desired behavior change.

(4) The evaluation dimension, which comprises the constant observation, measurement, and evaluation of the teaching procedures in relation to the criterion set for student progress.

The educative act is of a predictive nature. The faculty member is unable to be certain about future events, and educational aims (i.e., criteria stated as desired student behavior changes) refer to future events. The faculty member is unable to be certain about methods and materials (i.e., procedures are predictions regarding effectiveness to bring change in specified desirable directions). The faculty member is unable to be certain about information (i.e., scientific theories, generalizations, and facts are available for planning but are only predictive statements regarding particular events that will occur in the future). Each time the faculty member acts, he is predicting his procedures will have the desired results. The point is that although we are certain that something has occurred or is occurring, we can only talk about the probability of an event's future occurrence. The faculty should make statements regarding the particular teaching procedures and specific students' progress in this way:

> "On the basis of the best information available to me, I hypothesize that these procedures will help the group of students progress in these directions."

The faculty member in this role of the hypothesis-maker wants to learn how to generate techniques and how to criticize them continuously, using the constantly

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* Coladarci, A.P., "The Teacher as a Hypothesis Maker", California Journal for Instructional Improvement, 2, 1959, 3-6.

expanding body of theory and information that is available to him. The faculty member who conceives his role in the educative act as a hypothesis-maker sees his efforts constantly creating professional knowledge, not merely using it.

All activities of the program are oriented toward achieving the following objectives. Together they reflect our conception of a comprehensive change for teacher education curriculum.

(1) To provide a teacher education program which will prepare candidates who place a high value on the teaching of educationally deprived children.

(2) To provide a teacher education program that will develop the professional skills and understandings needed in order to work with children in these settings.

(3) To provide a teacher education program that will lead teachers to pursue careers in communities with educationally deprived children.

(4) To provide experienced teachers with the opportunity to gain new insight and to develop new ways of dealing with the problems of teaching educationally deprived children.

(5) To develop instruments for assessing the professional skills and personal understandings growing out of participation in STEP.

(6) To enrich the educational program for Sausalito children by providing tutors, classroom assistants, student teachers, and interns for selected children.

(7) To work with other agencies in the community wherever possible to improve the education of all Sausalito pupils.

(8) To offer cooperation to individuals and groups, at San Francisco State College and other institutions, concerned with increasing knowledge relevant to teaching and learning of educationally deprived children.

Each of the activity areas has its own set of specific objectives oriented toward achievement of some or all of these general objectives. Those specific objectives are discussed in the separate divisions of Instruction and Curriculum, Counseling, Evaluation and Research, and Communications and Community Relations.

The value of this project can be seen to accrue in benefits to the children, to school staffs, and to students immediately involved. In addition, this project may serve as a guide for improving the instruction of over 400 students who are currently enrolled in the regular program of teacher preparation. It is also hoped that long-term benefits for increasing the effectiveness of teaching staffs of other school districts and teacher preparation will accrue from disseminating the findings of this project.

THE SETTING

The Sausalito School District is a suburban desegregated community. It serves Sausalito proper, U.S. Fort Baker, and a Marin County unincorporated area adjacent to Mill Valley which includes Marin City. The population of these areas is approximately 6,000, with 1800 of these residents located in Marin City.

De facto segregation is concentrated in the community of Marin City. It has created the problem of a racially unbalanced school population within the Sausalito School District. In fact, many of the major problems of the Sausalito School District must be identified with the problem of de facto residential segregation in Marin City.

The Sausalito School District provides educational services for children in kindergarten and grades one through eight in four elementary schools: Manzanita, located in Marin City; and Bayside, Central and Richardson Bay, located in Sausalito. Over 40 teachers work with about 1,000 students. In the 1965-66 academic year, the ethnic makeup of the district was 55% white, 42% Negro, and 3% other. A pattern for integration of the school population was instituted in 1965. The pattern involved the attendance of all kindergarten children at one school; all first graders another; all second, third, and fourth graders another; and the use of the fourth school as a fifth through eighth grade intermediate school. In this way, each of the schools would reflect as nearly as possible, the ethnic composition of the entire community.

By an inter-district agreement with the Mill Valley School District, buses bring pupils from different geographic areas and social classes together. This arrangement requires intensive study in order to solve the resulting problems. In addition, educationally disadvantaged high school pupils attend school with youths of a higher family educational level.

The compact nature of the Sausalito District with its diverse educational problems allows for the major concentration of a college's resources within one district.

The selection of Sausalito as a cooperating district is based upon the following considerations:

1. Recent integration of the total school system in proportion to the ethnic backgrounds of residents.

2. Recent inter-district agreement for furthering the racial balance as population shifts occur in the area.

3. The need for developing a model for increasing the educational effectiveness of schools recently integrated in suburban areas.

4. The need to extend the curricula and program development initiated in urban centers to suburban areas.

5. The geographical location and size permits an intensive relationship between the college and district personnel designed to maximize the impact of a curriculum for the educationally disadvantaged.

The Teacher Education Center

When the Sausalito Teacher Education Project went into action to help Sausalito pupils learn more effectively, one of their first concerns was to establish some space to be called the Teacher Education Center. This Center was to be used by San Francisco State College personnel and student teachers; Sausalito teachers and pupils; and community persons participating in or contributing to the STEP program.

The Teacher Education Center has the following functions:

1. A classroom laboratory for San Francisco State College personnel and the student teachers who are working directly with Sausalito pupils;

2. A special area for developing, preparing, and storing instructional materials to be used as a part of the seminar instruction and with Sausalito pupils;

3. A professional and a curriculum materials library;

4. An educational communications center for San Francisco State College personnel, the student teachers, the teacher assistants, the academic counselors, Sausalito teachers, and resource people;

5. A place for discussions and demonstrations by speech specialists, psychologists, sociologists, and other consultants or experienced teachers who come to share their special knowledge and experiences with the various groups of Sausalito Teacher Education Project participants, including Sausalito classroom teachers;

6. A planning, administration and coordination center for all STEP activity;

7. A setting for in-service work with Sausalito teachers and cooperative activity with Sausalito Special Services staff and district administration.

8. A center for community persons to learn about work with, and contribute to the STEP program;

9. A "laboratory" for San Francisco State College faculty and students not in STEP to view and study;

10. A central area for meetings, conferences and video-taping activities.

STEP ADMINISTRATION AND PERSONNEL - SPRING 1967

SAN FRANCISCO STATE COLLEGE

Director

Assistant Director

Curriculum & Instruct.

Resource Teachers

Counseling

Evaluation and Research

Community Relations

Media Specialists

Secondary Education

Secretaries and Assistants

SAUSALITO SCHOOL DISTRICT

Superintendent, Sausalito School District

Associate Director, STEP

Assistant Superintendent

President, Board of Education

Secretary to Superintendent

Principals

Resource Teachers

Special Services

INSTRUCTION AND CURRICULUM

Pre-Service

The STEP instructional staff formulates coursework and experiences in curriculum for the Academic Counselor, Teacher Assistant and Student Teacher, and also continually evaluates and derives alternative educational hypotheses from the on-going teaching-learning experience with the candidates. By so doing, STEP creates changes in teacher education.

In Instructional Conferences, each candidate becomes increasingly able to develop and assess his competence demonstrated in the teaching act and to set directions for constantly increasing his effectiveness in teaching. By so doing, he too adds to professional knowledge about teaching educationally deprived pupils in the desegregated classroom.

Within this frame of reference, the STEP instructional staff has described the desired behavior of the students at the completion of the 1½ years of preparation in the program as six long-range objectives:

1. The candidate will examine critically the sources of curriculum (disciplines, learners, social institutions, and professions) as the basis for deriving educational goals.

2. The candidate will select from the derived educational goals those for which the elementary schools are assigned primary responsibility and will derive institutional objectives from the following sources:

   - Curriculum content
   - Pupil class
   - Community context
   - Teacher

3. The candidate will assess the initial status of the learner in relation to the instructional objectives.

4. The candidate will derive procedures designed to create optimal conditions for achieving instructional objectives.

5. The candidate will assess and evaluate changes in procedures and in pupil behavior as they relate to attaining of objectives.

6. The candidate, while demonstrating competence in the above, should evidence personal satisfaction and a willingness to extend his repertoire of teaching behavior.

While many of these objectives are common to many Teacher Education Programs, they become highly significant in view of the fact that the STEP candidates are actually performing these behavioral tasks in a real school setting and its social system. To do this, we have a three-semester sequence of experiences and instruction in the off-campus Teacher Education Center located in the Sausalito School District.

There are 15 to 17 hours focused on direct experiences with children in school in cooperation with classroom teachers, supervised by college instructors; concurrent with seminars conducted by San Francisco State College staff members. This is all supplemented by small group instructional conferences, held on the San Francisco State campus.

The curriculum and instruction is planned and presented by the staff and students as the means for achieving our/their behavioral objectives for them as teachers of educationally deprived children in a desegregated classroom. The direct experiences are planned by the college staff, students and district staff. Materials are available in our Instructional-Curriculum Materials Center at the Teacher Education Center.

The sequence in the instructional and curriculum program is designed to give the student the maximum in course content, direct experience, interpersonal development and professional small group conferences for additional instruction, sharing of ideas, problem solving and evaluation. A chart on the following page outlines the program in its continuity patterns and interrelationships.

In-Service

All STEP activities in working with Sausalito teachers are the result of cooperative effort and planning with the Sausalito School District Staff. This year, there is even more planning and participation, due to the enthusiastic support of the District Staff and those teachers who have had direct contact with STEP in in-service education.

In addition to informal contact with teachers through conversation, small group discussions, class visitation, and local school and district meetings, STEP:

1. Held a series of small group orientation meetings with Sausalito school teachers and staff. The first meeting was Thursday, September 1, with Manzanita and Bayside School staff in conjunction with the Sausalito Schools Special Services personnel. On September 6, 7, and 8, STEP met with Sausalito teachers in five groups of about eight persons each and discussed STEP programs. There was a great deal of open discussion about problems, suggestions, and planning, and these orientation meetings have proven to be very valuable toward greater teacher-STEP cooperation.

2. Offers staff members as consultants or for classroom demonstrations. For example: demonstration by one of the seminar instructors of the new math approach given for third grade teachers at Central School.

3. Provides two special resource teachers for full-time in-service work with the classroom teachers.

4. Opens the seminar classes, especially when there are presentations by special resource people, to all Sausalito teachers.

5. Arranged for Sausalito resource teachers to visit and receive borrowing privileges at the Department of Educational Technology, School of Education, at San Francisco State College.

6. Gave a series of "dessert parties",during the lunch hour, for the teachers of each grade level (K-8) to invite Sausalito teachers to become better acquainted with STEP staff on an informal basis and to introduce them to the STEP Teacher Education facilities and materials, including the now fully operative Curriculum Library and Instructional Materials Center. At that time STEP faculty discussed with the classroom teachers their expectancies for STEP students.

7. Participated in the Sausalito Teacher Institute, held all day on Friday, January 27, at Richardson Bay School. STEP personnel, Student Teachers and selected Teacher Assistants were involved. The focus of the Institute was on individualized instruction and interpersonal relations.

8. Conducts a special in-service course. This In-Service Seminar was initiated at the request of the District Superintendent to inform the teachers as to the STEP rationale, the frame of reference for perceiving the STEP Program, and working with the STEP students in the classroom. There were eight sessions held, each from 3:00 p.m. to 6:00 p.m., one at Bayside School and the remaining at Richardson Bay School.

   STEP instructors have presented the STEP Rationale; Observation Systems; Sociology, Psychology and Education Foundations paralleling the STEP course for the students; Evaluation; Group Counseling; the San Francisco State College Learning Clinic; Mathematics Teaching; Language Arts-Reading Teaching; and Social Studies Teaching. The instruction also included a demonstration of new math approaches to third grade teachers by the STEP Mathematics Instructor.

   Again, the teachers were involved in evaluating and planning. The In-Service Coordinator encouraged the teachers to express their concerns, to ask questions of the speakers, and to formulate common definitions of STEP terms like "behavior change" and "educative act".

   In view of the objective of verbal involvement, the seminar was moderately successful. The enrollment fluctuated, but more than half of the original number participated in the discussions.

9. Makes available to Sausalito teachers the materials in the Curriculum Library and Instructional Materials Center. This Library is located in the STEP Teacher Education Center on the Bayside School campus.. This Center houses professional books and periodicals; instructional materials; programmed materials, films, filmstrips and slide sets; photographs; maps and other bulletin board materials for instructional units; and duplicated professional articles. There is also a 16mm projector and two screens.

A room has been painted, shelves built and storage provided. There is a part-time librarian "on duty" in the afternoons to check out materials and discuss materials with any student or Sausalito teacher who is interested.

Nearly all of the District teachers have visited the Curriculum and Instructional Materials Center at TEC, and most have already borrowed materials. The teachers and students have been invited to send in recommendations for purchasing professional and instructional materials, and several such suggestions have already been acted upon.

10. Conducts a special in-service education program in the Tamalpais High School District in recognition of the importance of bridging the gap between elementary school and high school, especially in the light of an impending unification program. These in-service meetings are held with teachers and administrators from Tamalpais High School.

TEACHER EDUCATION CURRICULUM
SCOPE AND SEQUENCE

PROGRAM STRAND	PROGRAM SEGMENT BY SEMESTER		
	ACADEMIC COUNSELOR	TEACHER ASSISTANT	STUDENT TEACHER
Interdisciplinary Seminar	(5) Ed.Soc. & Ed.Psych. 3 seminars/week	(1 1/2) Ed.Soc. & Ed.Psych. 2 seminars/week	Role of the Teacher as Guidance Worker. Sched. on individua & small group basis as needed.
Curriculum and Instruction	(1) Educ.Methods & Materials Framework. 3 seminars/week	(6 - 7 1/2) Curric.&Instr. in Elem. School (K-9). Emphasis on Soc. Stud., Lang.Arts, Math. 4 seminars/week	(6) Extension of work begun in prev. semester, w/emphasis o Specific needs as ST's & incl. audio-visual instruction. 4 seminars/week
Direct Experience	(3) Work in Study Centers & Community related to 1:1 with a pupil. 2 times/week	(4 1/2 - 3) Observation & participation in classroom. Continued work as AC & work with Spec. Serv. 2 times/wk.	(24) Increased responsibility for planning procedures & evaluation of total class Full-time student teaching. 4 days/wk.
Professional Conferences (small group sessions)	(1) With instructor, relate direct experience w/seminar; examine effect of student work upon pupil learning. 1 time/week	(2) With instructor, relate direct experience w/seminar; examine effect of student work upon small group & total class. 1 time/wk.	(4) (By pairs as assigne to same classroom. Plan lessons;evaluate performance in classroom; examine classroom interactions; set objective for self growth. 4 times/week
Interpersonal Development (small group counseling seminar w/professional counselor)	(1 1/2) Discusses and/or examines problems, self image & professional image with opportunity of relating these to becoming teachers of disadvantaged. children. 1 time/wk	(1 1/2) Continue grp.interaction on pers. & profes. problems & images,w/particular ref. to TA experiences & the STEP program. 1 time/wk.	(1 1/2) Continue grp.interaction w/ref. to the effect of student teaching on one's pers. & prof.image; provides oppor. for examining effect of STEP curric. upon the student. 1 time/week

NOTE:
( ) = hours/week
AC = Academic Counselor
TA = Teacher Assistant
ST = Student Teacher

GROUP COUNSELING

Teacher education programs throughout the country have been developing unique professional laboratory and field experiences to help prospective teachers, but the personal development of these teachers which influences the professional development has been relegated to a didactic learning approach. If the latter approach is ineffective for professional development, it must obviously have severe limitations for personal development.

A Seminar on Interpersonal Development was conceived in order to provide teacher candidates with an opportunity where the interplay of the personal and professional dimensions of one's life could be explored in the non-evaluative climate of a small group of one's peers under the leadership of a professional group counselor.

As teacher candidates go through the professional development sequence, the Seminar on Interpersonal Development becomes the place where they can freely discuss their own attitudes and values; pupils' attitudes and values; and feelings of anxiety or hostility that are aroused by the different facets of the professional training program.

EVALUATION, INSTRUMENT DEVELOPMENT AND RESEARCH

Introduction

The major responsibilities of the Evaluation and Research staff are:

1) to determine the comparability of the STEP volunteers and the Regular Elementary Credential Candidate (RECC) on factors such as environmental background and present characteristics,

2) to obtain "process" data relating to experiences of the STEP students as they proceed through the program,

3) to help the instructional faculty in clarifying their objectives,

4) to design evaluational instruments for the purpose of selection of candidates for the program and prediction of success in teaching disadvantaged children, and

5) to design research studies that yield information regarding the efficacy of the interventions introduced into the STEP program.

I. Pre-test Data

Two kinds of data are reported in this section: demographic data and test data. Data for the STEP group represents the responses of 33 volunteers who entered the program in Fall, 1966. Data for the Regular Elementary Credential Candidates (RECC) group represents the responses of 67 students.

A. Demographic Data were obtained to determine the comparability of the RECC and the STEP students on variables relating to previous school experience, parental occupation, areas of school participation, college majors, etc.

Present Status: The STEP group is older and further advanced educationally; 67% of STEP at the graduate level and 40% of RECC at that level. There is no difference in the percentage distribution in their major educational area. An evidence of the degree of independence of the STEP students is that 61% live in rented accommodations compared to 29% of the RECC group. One third of the RECC group live with their parents while only one STEP student does.

There was no difference in percentage distribution regarding size of community in which they resided during the past five years.

Family Variables: The parents of the STEP group attained a higher educational level than those of the RECC group; 50% of the former had completed three or more years of college as compared to 25% of the latter group. Of the STEP families' major wage earner, 45% fell within the professional and executive occupational classification, whereas 30% of the RECC group fell within this classification.

High School Data: It was felt that the place of residence might reflect differences in racial composition of the high school attended. Both the RECC and STEP groups attended schools that were predominantly Caucasian.

Interests and Activities: The RECC and STEP groups differ in regard to the major areas of participation during high school. Fifty-seven percent of the STEP students indicated that their major areas of participation were oriented toward academic or intellectual pursuits, whereas 37% of the RECC group were in similar activities. Accordingly, 62% of the RECC group, as compared to 39% of the STEP group, indicated their major participation was in social or athletic activities in high school.

It is interesting to note that the direction of participation, as a group, remained stable through the college years. Seventy-eight percent of the STEP students indicated that their major areas of college participation were in Associated Students projects (i.e., the Experimental College, Tutorial Program), campus publications, student protest-oriented activities, and the performing arts. Only 27% of the RECC students indicated these as their major involvement, but, rather, participated in primarily social and athletic activities (64%).

Familiarity with Campus Programs: The STEP group is more familiar with programs such as the Experimental College, the Tutorial Program, and STEP, and their interest in involvement is greater.

B. TEST DATA were obtained from the California Personality Inventory (CPI) and the Education and Race Relations Questionnaire (ERR).

Analysis of CPI Data: The CPI was administered to both the RECC and STEP groups during the first week of the Fall semester. There were significant differences between the mean scores of the RECC and STEP groups on eight scales, seven of which were in favor of the STEP group. The STEP group was significantly higher on Capacity for Status (Cs), Tolerance (To), Good Impression (Gi), Achievement via Independence (Ai), Intellectual Efficiency (Ie), Psychological Mindedness (Py), and Flexibility (Fx). The RECC group was significantly higher on Femininity (Fe).

According to Gough's * descriptions, the STEP students are more mature, forceful, enterprising, clear-thinking, self-reliant, out-going and original. They are more adaptable in their thinking and behavior; they have a broad variety of interests and are accepting of others. They are more concerned about how others react to them and are more sensitive to the needs and experiences of others. STEP students are more likely to have a desire for status, to be independent and highly motivated.

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* Gough, Harrison G. California Personality Inventory. Palo Alto: Consulting Psychologists Press, 1957.

Analysis of ERR Questionnaire Data: The second part of the ERR is entitled A Survey on Groups. It yields two scores: IA, defined as the extent to which a person is irrational in his thinking against minority groups, and IP, defined as the extent to which he is irrational in favor of minority groups.

There was a significant difference between the means of the RECC and STEP groups on IA, thus indicating that the RECC group was more irrational in their thinking against minority groups than the STEP group.

There was a significant difference between the means of these groups, thus indicating that the STEP group was more irrational in their thinking in favor of minority groups than was the RECC group. This phenomenon sometimes has been referred to as "love-prejudice".

II. Evaluation of Instructional Processes

Members of the Evaluation and Research staff observed the Interdisciplinary Seminar, aspects of the Academic Counseling Program, and conducted individual weekly conferences with the STEP students for the purposes of providing feedback to the instructional faculty and as an aid in abstracting dimensions of personality that may be crucial to success in teaching disadvantaged children.

A. Observations and Conferences

B. STEP Drop-Out Interview

C. Academic Counselor-Counselee Perception Study

III. Test Development

A. Optimistic Orientation Toward Achievement Potential

B. Teacher Adaptability

1. Flexibility
2. Empathy
3. Motivation

IV. Future Activities

A. STEP Feedback Questionnaire

In order to determine the degree to which the STEP students felt that they achieved the objectives of the program as delineated by the faculty and the degree to which each of the objectives are

perceived by the STEP students as relevant to teaching educationally deprived children, the questionnaire was developed and administered. The questionnaire also asks the STEP students to rank order the aspects of the program that they felt were most helpful to them in achieving each objective.

B. Comparison on Test Data

STEP and RECC will be readministered the CPI and ERR questionnaires

C. Follow-Up Study of STEP and RECC

The RECC and STEP groups will be compared in regard to (a) the number of students who elect to teach disadvantaged, (b) the length of time the students remain in schools with a high concentration of disadvantaged, and (c) the degree to which the RECC and STEP students are successful in teaching the disadvantaged.

COMMUNICATIONS AND COMMUNITY RELATIONS

Introduction

STEP feels that to bring about any real change in teacher education there must be interaction and concurrent growth in (1) college faculty, (2) college students, (3) school district personnel, (4) pupils enrolled in the district, and (5) citizens in the community. The area of Communications and Community Relations has the general responsibility of developing effective communications and cooperative activity among the above five groups, with specific responsibility for informing the community about STEP and involving community groups in STEP planning and activity.

I. STEP COMMUNITY WORK

This activity entails direct contact with the home and the family members in relation to STEP operation in the Sausalito schools. The "community worker" acts as a liaison person for STEP personnel (including STEP students) and the home as well as being responsible for organizing and activating parent groups to help plan and execute the STEP activities directly related to parents. The "community worker" also acts as STEP representative in different kinds of community organizations, movements, or special meetings, insofar as these directly or indirectly affect pupils to the extent that pupils reflect this affect in behavior in the classrooms or in the Academic Counselor-Counselee relationship.

II Pupil-Home-Community-School-STEP Studies

STEP planned and has completed two studies which are on file in the STEP office.

III "New Careers" Preparation

The "New Careers" program is designed to seek out "disadvantaged" pupils or students who could be potential teachers and to assist them in every way possible to: realize their potential; continue their high school education; enroll in college; stay in college; and eventually become effective teachers in integrated, cosmopolitan, and/or so-called "disadvantaged areas."

IV Communications

Part of communication is to simply disseminate information through available media in order to keep the total area membership abreast of the planning and programs in action. STEP is presently attempting this through newspapers; television; leaflets, reports, duplicated materials; brochures; photo-essay displays; participation in formal organizations; speakers or discussion participation at meetings and presentation programs; and invitations to visit STEP in action.

V. STEP-Sausalito Schools Internal Communication

Recognizing the need for keeping all five groups informed, STEP has embarked on planning and execution of an internal communication system including a Communication Center, STEP Handbook, Official Reports, Minutes, "STEP Newsletter," Educational Objectives, Committee participation, "The Tooter," etc.

VI Feedback into Regular College Program and Sharing With Other Education Institutions

These involve:

1. The Institute for Advanced Study for Teaching Disadvantaged Youth.

2. Duplicated materials, audio and video tapes, slide-sound presentations, college participation.

CONCLUSION

The material included here is drawn from the STEP Progress Report prepared for February 15, 1967. As a result of evaluation, changes, expansion and new activities are now being planned for the resubmission material for 1967-68.